

6 month reporting date 11/16/03 X
 12 month reporting date 7/21/04 X
 18 month reporting date 1/21/05 Closed

Lennox School District Improvement Plan/Progress Report

Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The consent to evaluate was not received for all evaluations given and consent was given, but no list of types of tests was indicated.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Informed parental consent will be obtained before conducting any evaluation affecting eligibility status for (initial and re-evaluations).				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district shall receive and file consent to evaluate forms before conducting evaluations 100% of the time. Assessments to be given will be listed on the consent to evaluate forms 100% of the time.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Special Education Teachers will cross check consent to evaluate forms to ensure they are complete and in the student file prior to testing. What data will be given to OSE to verify this objective? SPED Staff will review the prior notice data and report to the OSE Office as to what percent of the files reviewed had parental consent to evaluate in the areas that assessments were given.	11/30/2003	Special Education Teachers	Ongoing	Met July '04

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Please explain the data (6 month) 26 files were reviewed in this area and 24 of the files had parental consent to evaluate in the areas that assessments were given. (11/13/03) 92% of files reviewed had parent consent to evaluate in the areas that assessments were given.
Please explain the data (12 month) 95% of files reviewed in this area had parental consent to evaluate in the areas that assessments were given. (6/28/04)

Lennox School District Improvement Plan/Progress Report

Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The multi-disciplinary report for students with a severe learning disability did not always have the required content and there was no report in three of the student files. The appropriate team membership was not always in attendance.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The required multi-disciplinary team membership will be in attendance at the meeting for students with severe learning disabilities and the multi-disciplinary report will contain the required content.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The multi-disciplinary report will include all required content and the multi-disciplinary team will include the regular educator or pre-school teacher, the parent, and a diagnostic evaluator.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>Special Education Teachers will complete all the components on the MDT Report with the required content and notify the appropriate team members that there attendance is necessary for the MDT meeting.</p> <p>What data will be given to OSE to verify this objective?</p> <p>SPED Staff will review the multi-disciplinary team report for all SLD students evaluated and report to the OSE Office as to what percent of the reports had the required content and what percent had the required membership at the meeting for SLD students.</p>	11/30/2003	Special Education Teachers	ongoing	Met July '04
<p>Please explain the data (6 month)</p> <p>21 files were reviewed and 14 of the files had a MDT report included. All included MDT reports had required content and membership at the meeting. (11/13/03) 67% of the files reviewed had the MDT report with required membership at the meeting for SLD students.</p>				
<p>Please explain the data (12 month)</p> <p>86% of files reviewed had the MDT report with required membership at the meeting for SLD students. (6/28/04)</p>				

Lennox School District Improvement Plan/Progress Report

<p>Principle: 3 - Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The initial and three-year re-evaluations did not include functional evaluation within the 25-day period. The functional evaluation was not being utilized in designing the student's program and present levels of performance.</p>

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>A variety of assessment tools and strategies are used to gather relevant functional and developmental information, which can be used in the designing of the student's program and developing of the student's present level of performance.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>A functional assessment will be given to each student within the 25 day time period and an evaluation summary filed with other assessment results in student files 100% of the time.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12/18 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>The Special Education staff will conduct functional assessments within the 25-day time frame and summarize the functional data. The student's functional data will be incorporated into the student's present levels of performance 100% of the time</p> <p>What data will be given to OSE to verify this objective?</p> <p>The SPED staff will report to the OSE, as to what percentage of files contained the functional assessment summaries that had been completed with in the 25-day assessment timelines. The SPED Staff will also report what percentage of files included the functional assessment data in the student's present levels of performance.</p>	11/30/2003	Special Education Teachers	ongoing	Met January 05
<p>Please explain the data (6 month)</p> <p>22 files were reviewed and only 2 had the actual functional assessment summary form in file. Six IEPs had comprehensive functional assessment data in the PLOP indicating functional data had been taken and analyzed prior to IEP meeting and to writing present levels. (11/13/03) Only 9% of the files reviewed contained the functional assessment summaries. 27% of files included some functional assessment data in PLOP.</p>				

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Please explain the data (12 month)
 48% of files contained the actual functional assessment summary forms that had been completed within the assessment timelines. 81% of files included functional assessment data in the student's PLOP. (6/28/04)

DATA (18 months) 1-7-05:
99% of the files reviewed contained the actual functional assessment summary forms that had been completed within the assessment timelines. 100% of the files included functional assessment data in the student's PLOP.

Lennox School District Improvement Plan/Progress Report

Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
Transition assessments were not always provided or being utilized for students by age sixteen for planning transitional activities and developing present levels of performance.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
Transition assessments will be utilized to identify the students' needs and interests in regards to the five planning areas of transition and summarized in the present levels of performance.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
Age appropriate transition assessments will be given and plans developed for students 100% of the time. The assessment data will also be included in developing the student's present levels of performance in the transition area.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12/18 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>Interest surveys will be utilized in assisting students 13 and over in identifying their long-term outcomes and developing their course of study.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The SPED staff will validate and submit to the OSE what percentage of students 13 or over have interest surveys or questionnaires completed and used in the development of their long-term outcomes and course of study,</p> <p>2. What will the district do to improve?</p> <p>Transition assessment will be utilized for transition age students and present levels of performance and transition plans will be based on transition assessment data 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The Special Education Staff will validate and submit to the OSE what percentage of students 15 or over have the following transition requirements in place:</p> <ul style="list-style-type: none"> (1) transition assessments completed (2) present levels of performance that include data related to transition evaluation (3) Five areas for transition planning in the IEP have been addressed with the required specifics and content. 	<p>11/30/2003</p>	<p>Special Education Teachers</p>	<p>Objectives 1 and 2 are ongoing</p> <p>Objective 3 is met</p>	<p>Met January 05</p>
<p>Please explain the data (6 month)</p> <p>Interest surveys for students 13 and older are in place in the district. I know that some have been completed since our review, however copies were not included in master files. A LHS sped staff member attended the transition workshop at USD this summer and is now implementing transition assessments with consistency – however not consistent in the master files reviewed (older IEPs). Transferring information from transition assessments to PLOPS will improve. (11/13/03) No students 13 or over had interest surveys in the files reviewed. 25% of files reviewed of students 15 and over had transitions assessments completed. 25% had PLOPs that included data related to transition evaluation. 100% of files had the five areas for transition planning in the IEP with required content.</p>				

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Please explain the data (12 month)

1. 50% of students 13 or over have interest surveys completed and used in the development of IEP.
2. (1) 67% of IEPs for students 15 or over had transition assessments completed.
 (2) 83% of IEPs for students 15 or over have PLOPs that included data related to transition.
 (3) met

Explain the data (18 months) 1-7-05:

1. **99% of files reviewed of students 13 or over had interest surveys completed and used in the development of the IEP.**
2. (1) **100% of IEPs reviewed for students 15 or over had transition assessments completed.**
 (2) **100% of IEPs reviewed for students 15 or over have PLOPs that included data related to transition.**
 (3) met

Lennox School District Improvement Plan/Progress Report

Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
There was no documentation that parents were involved in the planning of student evaluations.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
Student files will contain documentation that reflects parental participation/input into the evaluation planning process.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
Parents will be provided with the opportunity to provide parental input into evaluation planning.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? The prior notice/consent form will include a statement that would afford parents an opportunity to request additional evaluations for additional areas of concern.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The OSE will receive a copy of the updated prior notice/consent form, which will include a statement for parent input as to whether there are other areas of concern for which additional evaluations are needed.</p>	11/30/2003	Special Education Teachers	met	
<p>Please explain the data (6 month) The OSE will be sent a copy of the parent input form that is mailed to parents with all prior notice/consent forms. This form has been very helpful in having parents share with staff areas of concern. They are asked to return forms prior to IEP meeting or when written permission is returned. (11/13/03) The district will send to Pierre the hard copy of form sent to parents with prior notice allowing them input with concerns.</p>				
<p>Please explain the data (12 month) met</p>				

Lennox School District Improvement Plan/Progress Report

Principle: 5 – Individual Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The annual goals were not always written in a manner that was observable or reasonable to attain in one year. The annual goals and short-term objectives did not always include the required criteria necessary for mastery of the goals and objectives.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Annual goals will be based on a projection of what the student may accomplish within the year and will be observable and skill specific. The annual goals and short-term objectives will include the conditions, performance and criteria necessary for mastery of the goals and objectives.</p>

6 month reporting date 11/16/03 X
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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Observable, skill specific goals to be accomplished in a one-year time frame will be written 100% of the time. The conditions, performance and criteria necessary for mastery of the goals and objectives will be listed in the IEPs 100% of the time.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 11/16/03 X
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<p>1. What will the district do to improve?</p> <p>The special education staff will receive training on writing annual goals that are observable and are reasonable to obtain in a year.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The Special Education Director will submit information as to who conducted the in-service, when the in-service was completed and what staff was in attendance.</p> <p>The Special Education Director will review three student files for each special education staff and document the number of file that had annual goals that were observable and reasonable to attain in a year.</p> <p>2. What will the district do to improve?</p> <p>The Special Education Staff will receive training on writing goals and objectives that have the required criteria, which includes: conditions, required performance, and criteria for mastery. This will be reflected in the annual goal or the short-term objectives.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The Special Education Director will review three files from the pre-school, elementary, middle school and secondary level to validate those annual goals or objectives include the required content. The Special Education Director will submit what percentage of the IEPs reviewed had the required components.</p>	<p>11/30/2003</p>	<p>Special Education Teachers & Director with training assistance from OSE</p>	<p>Inservice objective – met</p> <p>Grade level files having required content goals - ongoing</p>	<p>Met July '04</p>
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Please explain the data (6 month)

The OSE staff was unable to provide onsite inservice to staff; however Angie Boddicker (OSE) recommended two resources. Writing Measurable IEP Goals and Objectives was provided to each resource room and used as basis for inservice held with all staff in attendance. This was held this fall (10/31/03) and conducted by Kristi Wallin, sped director for the district. Another resource shared was a web site and article called "Tools for Writing Standards Based IEPs". Instruction and examples were shared with the group and discussion was lively with many questions. Staff is also expected to attend DDN being offered in December on aligning IEP goals and objectives with content standards. File reviews noted staff members and building levels that are in need of continued assistance with writing goals and objectives with required content. Beginning of school year each resource room was given a copy of Writing Measurable IEP Goals & Objectives. An inservice was held in district 10/31/03 on writing goals & objectives, conducted by sped director with all sped teachers in attendance (1 on maternity leave).

Student files reviewed from each staff with measurable goals & objectives:

CS – 3 of 3 files
WM – 3/3 goals/obj
SV – 2/3 goals/obj
VC – ¼ goals/obj
JS - 3/4 goals/obj
CZ - 3/5 goals/obj
CF – 3/3 goals/obj
LB – 3/3 goals/obj
TK – 3/3 goals/obj
JS – 3/3 goals/obj

By grade level files having required content goals/obj:

Preschool 100%
Elementary 73%
Middle School 100%
High School 50%

Please explain the data (12 month)

100% of ALL files reviewed from ALL levels (preschool, elementary, middle school & high school) contained goals and objectives with required content. (6/28/04)

Lennox School District Improvement Plan/Progress Report

Principle: 5 – Individual Education Program

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The justification statements for student placement did not follow the accept/reject format for placing students in the least restrictive environment. In four student files reviewed the justification statements describe services provided and in two student files the potential harmful effects were not addressed.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The justification statements will review the continuum of services and utilize the accept/reject format in determining the least restrictive environment for a student.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Justification will be written to describe why the student's instruction cannot be conducted in the regular classroom setting with supplementary aides and services and the potential harmful effects addressed.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>When developing justification statements, district staff will address each step on the continuum using the accept/reject format until placement within the continuum is accepted and potential harmful effects addressed.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will review justification statements for 3 student files from each of the educational levels; elementary, middle school and high school. The district will report what percentage of files reviewed had the necessary components describing why special services are needed and the least restrictive environment where the services can be provided.</p>	11/30/2003	Special Education Teachers & Director.	ongoing	Met July '04

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Please explain the data (6 month)

Justification statements were complete in most files. Some statements were vague and did not go through accept/reject format – should be documented with more explanation. Staff often checked potential harmful effects but did not explain why. Necessary components in justification statements:

Elementary 75%, Middle School 100%, High School 75%.

Please explain the data (12 month)

100% of files reviewed (22 files), including all levels (preschool, elem, MS, & HS), had the necessary components describing why special services are needed and the LRE where the services can be provided – justification statements complete. 6/28/04

Lennox School District Improvement Plan/Progress Report

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Present levels of performance were not skill specific in identifying the student's strengths and weaknesses and were not linked to functional evaluation data. In four files the present levels of performance did not include parental input or how the disability affects the student's involvement and progress in the general curriculum. The present levels of performance did not include transition.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The present levels of performance will be based on functional evaluation data and include the student's strengths and weakness in their disability area and transition. The present levels will include the areas to be addressed, parental input and how the student's disability affects the student's progress in the general curriculum.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

The present level of performance developed for a student will be skill specific and link to functional evaluation and will include parental input and how the student's disability affects progress in the general curriculum of the school or preschool.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The student's present levels of performance will include the required components and be based on the summary of functional evaluation data. What data will be given to OSE to verify this objective?</p> <p>The special education staff will document that all the required components for the present levels of performance are present. The staff will also validate linkage to functional evaluation.</p> <p>The staff will review three files at the pre-school, elementary, middle school and high school level and submit to OSE the percentage of present levels of performance reviewed contained the required components.</p>	November 30, 2003	Special Ed. Director, Special Ed. Teacher	ongoing	Met July '04
<p>Please explain the data (6 month) All staff members still need work on using and linking functional evaluation data to present levels of performance. Most of PLOPs have good information describing student and how curriculum is affected, however not usually linked to a functional assessment method. Staff is very good about including parental input and that is included in most PLOPs. (11/13/03) Files reviewed at each level having required PLOP components: Preschool 75%, Elementary 55%, Middle School 17%, High School 60%</p>				
<p>Please explain the data (12 month) 95% of files reviewed contained PLOPs with all required components. 100% at preschool, elementary and high school level. One file at middle school level did not have required information in PLOP. 6/28/04</p>				